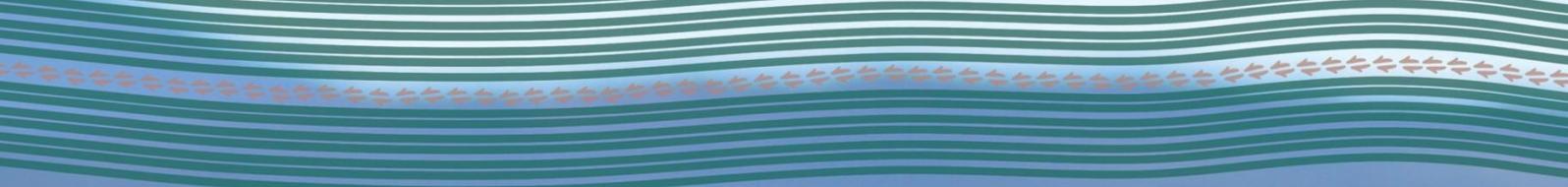


# Explore Sea Country

Upper Primary  
Teacher Pack





Tasmanian Aboriginal people have significant cultural responsibilities to care for Sea Country. They have been sustainably using and managing their Sea Country, including areas now in Australian Marine Parks, for thousands of years.

Australian Marine Parks protect Australia's offshore marine environment and are managed on behalf of the Australian Government by Parks Australia. Marine parks are important to ensure the ongoing health of our marine biodiversity, as well as enabling sustainable use. There are 14 Australian Marine Parks off the coast of *lutruwita*/ Tasmania, Victoria and South Australia, covering 388,464 square kilometres. Together they make up the South-east Network.

Sea Country has always been used by Tasmanian Aboriginal people as a resource and to maintain cultural identity, health and wellbeing. Fishing, hunting and the maintenance of culture, stories and traditional knowledge continue as important uses of near shore and adjacent areas around *lutruwita*, including cultural practices such as making kelp water carriers and shell necklaces and muttonbirding.

This education program is designed for students to experience, understand and respect Sea Country.

Artwork by Caleb Nichols-Mansell

Photography by Caleb Nichols-Mansell and Graeme Gardner



# Before the Excursion

## CREATE A DISPLAY FOR YOUR CLASSROOM

Email [Aboriginal Education Services Library](#) to borrow these resources to create a display:

- *Aboriginal Landscapes* (posters)
- *Shell Guide* (book)
- *Tasmanian Sea Shells Volume 2* (book)
- *Return to the Islands: the story of Aborigines and the tradition of muttonbirding* (resource kit)
- *Muttonbirding: a guide for teachers leading student inquiry on the Tasmanian Aboriginal cultural practice of muttonbirding* (resource kit)
- *Cultural Jewels* (resource kit)
- *A thousand pleasures, a million treasures: the life and times of crabs, shells and other beach creatures along the north west coast of Tasmania* – Rees Campbell (book)
- *rina-mapali, nimina & kalikina* (lots of shells, grasses and seaweeds) – Lola Greeno Living Legacy (book)
- *Sea Country* - Aunty Patsy Cameron (book)
- [Country Series: Coastal Places](#) (video)
- [Songlines of the Moonbird](#) (video)

## CREATE A MAP

Use Google Maps or a physical map to show the location of the beach that the class will be visiting. Whose Country will you be on?

- Explore the [nine Aboriginal nations - The Companion to Tasmanian History](#)
- Explore the [Australian Marine Parks Science Atlas - Parks Australia](#)

## THE ORB LEARNING RESOURCES

### LEARNING TASKS

[Muttonbirding](#): Year 5 – Geography, Economics and Business – Culture and Commerce, Year 6 – Commercial Birding

[Shell Stringing](#): Year 5 – Celebration of Survival, Year 6 – The Gift of Sharing

[Fibres](#): Year 5 – Adaptations, Year 6 – Sacred not Secret

### WATCH ON THE ORB

[Foods: Coastal Gathering](#)

[Foods: Native Foods](#)

## BOOK A TMAG EXCURSION

- Visit (either digitally or in person) [ningina tunapri gallery](#)
- Book in for a 'Black Box' – Sea Country digital excursion
- [Tasmanian Museum and Art Gallery | Primary K-6](#)

## READ

- [Sea Country](#) - Aunty Patsy Cameron (see [teacher notes](#))

## DISCUSS WITH STUDENTS

- What does Country mean to us?
- What does Country mean to Aboriginal people?
- How do we connect to Country?
- What does Country tell us?
- How do we look after Country?
- Brainstorm the concept of Country in small groups.
- Prompt learners with images of different Country (either your own photos or google some online).

## PREPARE A CLASS ACKNOWLEDGEMENT OF COUNTRY

It should mention Tasmanian Aboriginal people in the past, the present, and the Country you're on now. It's better in your class's own heartfelt words.

## PREPARE STUDENTS ABOUT VISITING THIS SPECIAL PLACE

Leave all plants and animals where they are, look at living cultural sites (middens), but do not touch.

## ASK STUDENTS

About what they think they will learn on the excursion.



# Excursion

## EQUIPMENT

Clipboards, activity sheet, pencils, cameras and iPads.

## ACKNOWLEDGEMENT OF COUNTRY

Use the Acknowledgement of Country the class prepared earlier.

## CLASS DISCUSSION

What can you see? What can you hear?

What do you see that you feel is special to you at this beach?

How far can you see? What patterns do you notice?

What do you think is special to Aboriginal Tasmanians at this beach?

How many different sorts of sea creatures/birds/seaweeds can you identify?

What are they? Can you see any kelp, shells, or mutton birds?

What human or environmental impacts do you notice on the beach?

Complete activity sheet on page 8.



# After the Excursion

## POST EXCURSION ACTIVITIES

- Students create a 30 second video or a poster to advertise mutton birds or abalone/muttonfish as a food delicacy.
- Students conduct a research task to investigate an issue that impacts Sea Country (e.g. management of rookeries, climate change, fish farms). Present as a one-minute speech to the class.

## FOR THE TEACHER

These tasks align with the HASS Curriculum - Year 5 and 6.

More helpful resources from Aboriginal Education Services

- [\*A guide to scaffolding information reports with Aboriginal themes\*](#)
- [\*Scaffolding writing to persuade with Aboriginal themes\*](#)

# Explore Sea Country Excursion

NAME .....

1. On the back of this worksheet, draw the beach that you are visiting.
2. Can you see evidence of mutton birds, bull kelp, or shells on the beach that you are visiting?
3. Can you see evidence of people having used this beach?
4. Why are beaches like this one a special place for Tasmanian Aboriginal people?
5. Can you think of any threats to the beach that you are visiting?
6. Why is it important to protect the beach that you are visiting?

